

Indicative Code of Practice Primary Areas of SEN

ALL AREAS MUST BE CONSIDERED WITHIN WHAT IS DEVELOPMENTALLY APPROPRIATE FOR AGE GROUP

	Sensory and/or Physical X 4			Communication and Interaction X 2		Social, Emotional and Mental Health X 4			Cognition and Learning X 4
	Physical health medical.	Hearing	Vision	Speech and Language	ASD	Emotional Well being	Social behaviour	Learning behaviour	Cognitive Ability
0	No needs in this area, physical development and general health within normal levels.	Hearing within normal limits.	Vision within normal range, including when corrected by glasses 6/6-6/12	Language communication skills within average levels or above.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	No significant needs in this area.	Cognitive abilities within broad average levels and development within EYFS average or close to average
1	Pupil shows poor fine and/or gross co-ordination skills. Pupil is independently mobile without the use of aids, etc, but requires assistance for some school routines/self help skills. Pupil may need support with administration of regular medication in school	Mild loss of hearing (e.g. conductive or unilateral loss). Can hear clear voice without aids/amplification	Mild impairment. Mild bilateral field loss or adapted to monocular vision. Navigates safely Wears patch 1-2 hours daily. Colour blind.	Pupil has moderate delay in expressive and/or receptive language and/ or pupil has a mild speech sound disorder	Pupil has features of autism/ a diagnosis of ASD but has learning and behavioural competencies that support their ability to cope with the expectations of EYFS with some non-specialised adaptations e.g. time out	Some inappropriate emotions and responses. Somewhat lacks empathy with others Sometimes appears morose and miserable. Some occasional mood swings. Sometimes unsettled by change	Sometimes has poor interactions with pupils. Sometimes is disrespectful to staff or property. Sometimes seeks attention inappropriately or unable to wait for rewards.	Sometimes gets distracted from tasks. Sometimes inattentive to staff. Sometimes shows poor organisation skills. Sometimes does not work well in a group.	Pupil presents with some learning delay, shows some difficulties with conceptual understanding, in one or more areas of the EYFS and attainments are more than 1 year below average.
2	Pupil is mobile with the use of walking aids Pupil needs assistance on stairs, etc. Pupil needs daily specialist programme for co-ordination skills. Pupil needs daily adult support with health care regimes	Moderate hearing loss; uses post aural aids, non verbal cues for communication.	Moderate impairment, partial sight Moderate bi-lateral field loss Has safe navigable vision in familiar areas.	Pupil has severe language delay or moderate language disorder or pupil has a moderate speech sound disorder.	Pupil has a diagnosis and has other associated areas of need (learning, attention, behaviour) and requires additional support and/ or specialised interventions.	Often shows inappropriate emotions and responses. Often shows little empathy with others. Often unhappy, withdrawn, disengaged or shows mood swings. Often upset by change.	Often has poor interactions with pupils. Often is disrespectful to staff or property. Often seeks attention inappropriately or unable to wait for rewards.	Often gets distracted from tasks. Often inattentive to staff. Often disorganised. Often finds group learning difficult.	Mild learning difficulties. Needs differentiated work and support with conceptual understanding, and reasoning across the EYFS. In the low range on standardised assessments of cognitive ability, or pupil presents with a very uneven profile of cognitive abilities that requires a balance of small group and additional adult support.
3	Pupil needs access to wheelchair for movement either independent with chair or adult supported. Pupil requires constant adult supervision for safety regimes. Dependent on support for most curriculum access.	Severe hearing loss, needs aids (e.g. radio aids/ sound filed systems) for curriculum access. May use signing as aid to communication	Severe impairment, partial sight, e.g. Has limited navigable vision.	Severe language and /or speech sound disorder/ limited language. Uses mix of speech and augmented communication systems	As above but in addition child needs a setting with staff trained in using approaches suited to children with autism	Frequently shows inappropriate emotional responses. Frequently distressed by change/transition. Frequently displays bizarre, obsessive or repetitive behaviours.	Frequently has poor interactions with pupils. Frequently is disrespectful to staff or to property. Frequently seeks attention inappropriately.	Frequently gets distracted from tasks Frequently inattentive to staff. Frequently disorganised. Frequently finds group learning difficult. Frequently unable to wait for rewards.	Moderate learning difficulties, showing significant delay in reasoning skills and experiencing learning difficulties across all areas of the EYFS. Extremely low range on standardised assessments of cognitive ability and requires an individualised curriculum and substantial individual adult support.
4	Profound or progressive condition. Dependent on assistance for mobility. Non-weight bearing – requires use of hoisting. Staff require regular moving and handling training. Dependent on assistance for most personal care needs, e.g. toilet, dressing, eating and drinking. Specialist health care support required e.g. tracheostomy, gastronomy, pressure care, multi-agency joint working required	Very limited functional hearing for speech despite aids. Signing as first language.	Minimal or no sight, alternative methods (e.g. Braille) to access the curriculum. Needs adult support for safe navigation	Severely limited language skills, uses alternative communication systems to make needs/choices known	As above but child's difficulties have a profound impact on their ability to function and multiple difficulties attaining developmental expectations	Regularly shows inappropriate emotional responses including self-harming. Regularly behaviour is severely withdrawn, bizarre or obsessional.	Regularly shows only minimal respect for adults and peers. Is very difficult to direct. Regularly intimidates and readily resorts to physical aggression.	Regularly finds it very difficult to cope with most learning situations as an individual or as part of a group. Regularly shows very little interest in adult directed activities at all.	Severe learning difficulties and global delay, affecting self-help and independence skills throughout school. Functions at a level that requires specialised interventions and adaptations to the curriculum.